

## RHE coverage and links with PSHE KCS and British Values

RHE overview *shown in purple*. This has been linked to PSED in EYFS with statements in black taken from statutory framework and development matters. This shows growing knowledge and progression across the whole school and links to Safeguarding work with children (Keeping Ourselves Safe) and British Values themes which are covered in our class PSHE and RE work throughout the year.

	POS	Autumn	Spring	Summer
<b>EYFS</b>				
<b>Relationships Education</b>	<b>Families and people who care for me</b>	<i>I can describe a family as a safe place at home where people care for me</i>	<i>I can describe happy relationships that I have with different family members</i>	I can identify a safe adult who I would go to when I am feeling unhappy or unsafe.
	<b>Caring friendships</b>	<i>I can show kindness to my friends and peers</i> and know who to go to who will help resolve differences.	<i>I can discuss what I might do to make up with a friend if we fall out</i>	I can consider the feelings of others and feel confident in expressing my own feeling too in a constructive way.
	<b>Respectful relationships</b>	<i>I show how to be polite and have good manners.</i>	I can express my feelings of hurt or upset by using descriptive vocabulary	<i>I can describe the importance of telling the truth.</i>
	<b>Online relationships</b>		<i>I can notice that friends online cannot always be seen in real life and that this might be a problem</i>	
	<b>Being safe</b>	I understand the rules of Stranger danger and being a safe pedestrian.	<i>I know how to keep my body private and covered</i>	I know the Pants rule.
<b>Mental Wellbeing</b>	<b>Mental Health</b>	I know and can describe my feelings using words angry, joy, fearful, disgust and sadness.	I can understand that we all worry about something that mean a lot to us and how to solve them.	I can see myself as a valuable individual in preparation for the transition to year one.
	<b>Internet safety and harms</b>		I know I must ask an adult if I want to use a tablet or computer to access the internet.	<i>I know what to do if I feel unsafe when using the internet</i>
	<b>Physical fitness and health</b>	I know the importance of washing my hands and cleaning my teeth.	I know what happens to my body when I engage in physical activity.	I can say the importance of warming and cooling down. PE
	<b>Healthy eating</b>	<i>I will try different types of fruit and veg and know that these are good for me.</i>	I can explain the different aspects of a healthy lifestyle.	I understand the importance of healthy food and lifestyle choices.
	<b>Drugs alcohol and tobacco</b>		<i>I know some things are bad for me and could make me poorly. If I am poorly medicine can make me better.</i>	

	<b>Health and prevention</b>			
	<b>Basic 1<sup>st</sup> aid</b>			
	<b>Changing adolescent body</b>			
<b>Living in the wider world</b>	<b>Roles and responsibilities</b>	I know why we have rules and the importance of following these in class or in school	I know why we have rules and the importance of following these in class or in school <i>I know that ordinary people like me can be heroes too.</i>	I know why we have rules and the importance of following them.
	<b>Communities</b>	I can identify jobs in my community	Understand that some places are special to members of the community.	Recognise some similarities and differences between life in this country and life in other countries.
	<b>Money and Finance</b>		I can recognise money in coin and note form <i>as part of play.</i>	
	<b>Discrimination and Diversity</b>	I can describe what I am like as a person that is different from someone else	<i>I recognise that people have different beliefs and celebrate in different ways.</i>	To build a rich bank of vocabulary with which to describe their own lives and lives of others.
<b>PSED Plus</b>	<b>Keeping ourselves safe</b>  <b>British Values</b>	Myself , my family, my community – learning to respect and help each other Simple class rules Safety in the home Stranger danger – Police visit Fire safety – Fire brigade visit Teeth cleaning and hygiene – nurse visit Road safety  Emotional health <ul style="list-style-type: none"> <li>• Being kind</li> <li>• Sharing</li> <li>• Class rules</li> <li>• What makes me special</li> <li>• My feelings-Inside Out DVD</li> </ul> e-safety	Treating each other and the world we live in with respect. Everybody writes week-environmental theme Growth – caring for myself and others <ul style="list-style-type: none"> <li>• Living eggs-caring for chicks</li> <li>• Growing plants-allotment</li> <li>• Forest school – signs of life</li> </ul> e-safety	Water safety Healthy eating Taking risks- trying new things safely Revisit water safety and stranger danger before the holiday e-safety Transition coping with change
<b>Year 1</b>				
<b>Relationships Education</b>	<b>Families and people who care for me</b>	I can describe a family as a safe place at home where people care for me I can describe happy relationships that I have with different family members		

	<b>Caring friendships</b>	I can show kindness to my friends and peers and do not exclude people when playing	I know what to do if a friendship is making me unhappy I can discuss what I might do to make up with a friend if we fall out	I can identify the characteristics of what makes a good friend I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs.
	<b>Respectful relationships</b>	I can describe the importance of telling the truth I show how to be polite and have good manners	I can talk about behaviours that are unkind to others and the emotions that this may make them feel	I can identify when working together is important I can identify when someone has a different opinion to me and recognise that this is ok
	<b>Online relationships</b>	I can notice that friends online cannot always be seen in real life and that this might be a problem	I know how to report something online that makes me feel unsafe or unsure	
	<b>Being safe</b>	I know how to keep my body private and covered	I can identify who to speak to if I feel unsafe with my body	
<b>Mental Wellbeing</b>	<b>Mental Health</b>	I can identify times when there has been change in my life I can list a normal range of emotions (happiness, sadness, anger, fear, surprise) I can show or express my emotions	I can identify ways that I could get help if I was in need. I know who to talk to if I am worried.	
	<b>Internet safety and harms</b>	I know what to do if I feel unsafe when using the internet	I can make positive choices about how to use the internet for learning and enjoyment	
	<b>Physical fitness and health</b>	I can name ways to be physically active each day and week		
	<b>Healthy eating</b>		I can describe what constitutes a healthy diet	I can plan and prepare a healthy dish
	<b>Drugs alcohol and tobacco</b>			
	<b>Health and prevention</b>	I know how I need to brush my teeth and keep myself clean and hygienic		I can list the things that I need to help keep me well – good sleep, a healthy diet and access to medicine when needed
	<b>Basic 1<sup>st</sup> aid</b>			I know how to make a clear call to emergency services
	<b>Changing adolescent body</b>			

<b>Living in the wider world</b>	<b>Roles and responsibilities</b>	I know why we have rules and the importance of following these in class or in school I can discuss 'trying my best' and when this is good enough	I can explain how good values and behaviours can make someone a positive person or hero	I can describe what values/ behaviours a person can show and what a role model is
	<b>Communities</b>	I can identify jobs in my community I can describe what a community is I can describe how I have done something to help our community		I can describe ways in which we show thanks to others and help others
	<b>Money and Finance</b>	I can recognise money in coin and note form		I can plan how to spend a given amount of money and if I can afford to buy what I want with the money I have
	<b>Discrimination and Diversity</b>	I can describe what I am like as a person that is different from someone else		
<b>PSHE plus</b>	<b>British Values</b>	Transition coping with change and learning to learn. Self-regulation <u>Democracy and voting/Rule of Law</u> Our class rules School Council Elections <u>Mutual respect and relationships</u> Black History month Anti-bullying week <u>Individual liberty</u> Remembrance. We remember those who gave their lives so we could have freedom and democracy <u>Respect and tolerance of different beliefs</u> Autumn Festivals- why do we celebrate? What do different religions celebrate? Different is good! RE – What do Muslims believe? Christian parables, Christmas story <u>Staying safe</u> Bonfire Night/ Diwali -Fire work safety Fireman Sam Stranger danger e-safety	<u>Democracy and voting /Rule of Law</u> School council meetings Ongoing work on being a good class member, our rules and self-regulation <u>Mutual respect and relationships</u> Treating each other and the world we live in with respect. Everybody writes week. Animals Everywhere - Caring for animals Caring for environment Everybody writes week- environmental theme <u>Individual liberty</u> Philosophy 4 children- Finding our voice, every voice is important <u>Respect and tolerance of different beliefs</u> RE- What do Christian believe? Easter story <u>Staying safe</u> Animals Everywhere – Safety around animals What is bullying? Apple activity e-safety	<u>Democracy and voting /Rule of Law</u> School council meetings Ongoing work on being a good class member, our rules and self-regulation <u>Mutual respect and relationships</u> Trusted adults Making good choices and not listening to others if they are making bad choices Community – How do people help each other in our community. <u>Individual liberty</u> How can I make a difference? <u>Respect and tolerance of different beliefs</u> Our community is made of lots of different people. What do people do if they disagree or have different beliefs?  <u>Staying safe</u> Water safety Road safety day Stranger danger – links to outdoor adventure LC Good risks / Bad risks – outdoors. Appropriate behaviour for where you are. e-safety
	<b>Keeping ourselves safe</b>			

Year 2				
<b>Relationships Education</b>	<b>Families and people who care for me</b>	I appreciate that families take many forms and provide love, security and stability I appreciate and respect that other families may look different from my own		
	<b>Caring friendships</b>	I can identify the characteristics of what makes a good friend	I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs.	I recognise who are the right kind of people to trust and have friendships with
	<b>Respectful relationships</b>	I can recognise the importance of working together and what this looks like when done well I can describe what being respectful to others means and looks like I can recognise that different people have different beliefs, choices or preferences and that this makes us all individually great	I realise that telling the truth and honesty is important in building friendships and healthy relationships	I can explain different types of bullying and how to help if someone is being bullied
	<b>Online relationships</b>		I can recognise the dangers of speaking to people online when we don't know who they definitely are I know to keep my personal information private from people online and in person	
	<b>Being safe</b>	I recognise the differences between appropriate and inappropriate physical and other contact		I can discuss who to access support from if I have concerns about my body or my safety
<b>Mental Wellbeing</b>	<b>Mental Health</b>	I can plan things that I can do to help me feel better if I am finding life hard. I can explain who to go to if I am worried about myself or someone else	I can practice some more sustained mindfulness in a focused way	I can identify choices that I might make when there is change in my life. I can identify that Mental Health is as important as physical health.
	<b>Internet safety and harms</b>	I can make positive choices about how to use the internet for learning and enjoyment	I understand that there is a consequence to my online actions	I understand what bullying looks like in real life and online
	<b>Physical fitness and health</b>	I can name ways to be physically active each day and week		I can record how active I am each week and recognise if this is healthy or unhealthy
	<b>Healthy eating</b>	I can list the things that I need to help keep me well – good sleep, a healthy diet and access to medicine when needed		I can describe the nutrition of a healthy diet including the balanced plate I know how to plan a healthy meal

	<b>Drugs alcohol and tobacco</b>			I can identify the importance of looking after my body through healthy lifestyles
	<b>Health and prevention</b>	I know how I need to brush my teeth and keep myself clean and hygienic		I practice daily good hygiene (dental and body) and understand how germs can be spread I can recognise when someone might not be as healthy by some of the changes that may take place to their body
	<b>Basic 1<sup>st</sup> aid</b>	I know how to make a clear call to emergency services		I know how to react if someone is hurt or ill
	<b>Changing adolescent body</b>			
<b>Living in the wider world</b>	<b>Roles and responsibilities</b>	I know why we have rules and the importance of following these in class or in school I can discuss 'trying my best' and when this is good enough	I can explain how good values and behaviours can make someone a positive person or hero I can describe what values/ behaviours a person can show and what a role model is. I can consider the different pathways that people might take in life	I can discuss the idea of 'personal strengths' and 'equal rights' and what these mean
	<b>Communities</b>	I can identify my personal community I know how to treat people the way we expect to be treated, with respect, including those in positions of authority		I can discuss the importance of being connected to others and how this can support them
	<b>Money and Finance</b>	I can recognise different jobs that people do to earn money I have aspirations for how I will work in the future and how this will affect my economic wellbeing	I can discuss how money is earned and spent I can reflect on why I may not be able to afford to buy certain things with a given amount of money	
	<b>Discrimination and Diversity</b>		I can identify what makes me unique I can recognise that all people are equal, regardless of gender, race and life choices	
<b>PSHE plus</b>	<b>British Values</b>	Transition coping with change and learning to learn. Self-regulation <u>Democracy and voting/Rule of Law</u> Importance of rules in our country and our school. Expectations for behaviour School Council	<u>Democracy and voting /Rule of Law</u> School council meetings Ongoing work on being a good class member, our rules and self-regulation  <u>Mutual respect and relationships</u>	<u>Democracy and voting</u> School council meetings Ongoing work on being a good class member, our rules and self-regulation  <u>Mutual respect and relationships</u>

	<p><b>Keeping ourselves safe</b></p>	<p><u>Mutual respect and relationships</u> Black History month Anti bullying week</p> <p><u>Individual liberty</u> Remembrance. We remember those who gave their lives so we could have freedom and democracy Philosophy 4 children- articulating our thoughts and opinions and listening to the thoughts and opinions of others.</p> <p><u>Respect and tolerance of different beliefs</u> Autumn Festivals- why do we celebrate? How do different religions celebrate? Different is good! RE – What do Sikhs and Hindus believe? Christmas story</p> <p><u>Staying safe</u> Bonfire Night/ Diwali -Fire work safety Respecting others – Gurdwara visit Philosophy 4 children e-safety</p>	<p>Treating each other and the world we live in with respect. Everybody writes week. Caring for our world- Raising money for endangered Asian Animals with WWF Everybody writes week- environmental theme</p> <p><u>Individual liberty</u> Philosophy 4 children- articulating our thoughts and opinions and listening to the thoughts and opinions of others. One little voice – can make a big difference.</p> <p><u>Respect and tolerance of different beliefs</u> Easter traditions Role models</p> <p><u>Staying safe</u> Bullying –what to do? Philosophy 4 children e-safety Medicines and drugs – link to work on Florence Nightingale/Mary Seacole</p>	<p>Emotional Health – bucket fillers Doing the right thing, even when others are not. How can we make good choices? Peer pressure problems.</p> <p><u>Individual liberty</u> Philosophy 4 children- articulating our thoughts and opinions and listening to the thoughts and opinions of others.</p> <p><u>Respect and tolerance of different beliefs</u> Celebrating our differences. What makes me special? What makes other people special?</p> <p><u>Staying safe</u> School nurse PANTS talk Healthy Lifestyle topic - Farm to Fork, Film project, diet and exercise, supporting the Food Bank Transition coping with change Road safety day e-safety</p>
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**Other aspects of PSHE that are used across the Year groups and terms**

<p><b>Forest School and allotment</b> <b>Building Learning Power</b> <b>Growth Mindset</b> <b>Toolkit and Self Regulation</b> <b>Emotion Coaching</b> <b>Keeping our children safe</b> <b>Online Safety</b> <b>Balancability - Y1</b> <b>Offsite visit Risk Assessment</b> <b>School Council</b> <b>Family Fun clubs</b></p>	<ul style="list-style-type: none"> <li>– risk aware not risk averse –taking considered risks, camp fire safety, use of tools, hygiene</li> <li>– learning to learn and finding out about learning behaviours that will help</li> <li>– resilience and independence</li> <li>– using the tools to help regulate emotions and grow healthy relationships</li> <li>- Emotional health and understanding feelings- Inside Out DVD. Helping ourselves and others to keep the lid on.</li> <li>- Class Big Book, parent workshop</li> <li>- e-safety built into computing. Work on appropriate games and protections. Online safety day</li> <li>- physical development of balance and core strength. Readiness for riding a bike.</li> <li>- Children involved in risk assessing and producing risk assessment in class before visits.</li> <li>– democracy, voting and children’s voice</li> <li>– supporting parents and children together in social and emotional learning. Run by Learning Mentor/FSW</li> </ul>
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